

## DLAC Recommendations for KYVU Strategic Planning (March 22, 2006)

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The KYVU Planning Workgroup was established by the Distance Learning Steering Team (DLST) to develop recommendations the DLST would consider for recommendation to the Distance Learning Advisory Committee (DLAC). These recommendations would address the most salient issues DLAC should address regarding the strategic planning efforts undertaken by the Kentucky Virtual University. The members of the KYVU Planning Workgroup are: Gary Pratt (NKU), Tad Pedigo (UK), Dennis Robinson (UofL), Dan Connell (MoSU), Sandy Cook (KCTCS), Myk Garn (CPE), Chela Kaplan (EPSB), Allen Lind (KYVU), Penny Armstrong (OEOD), Linda Pittenger (KDE), Michael Clark (KET), and Terry Magel (KSU).

The workgroup established five questions for discussion and development of recommendations. These questions are:

1. Who does KYVU serve?
2. In what ways should KYVU serve its constituencies?
3. What should be KYVU's core values or guiding principles?
4. Should KYVU call itself a "university?"
5. What is the proper advisory structure for KYVU?

The full DLST, after consideration and discussion, approved the following five recommendations March 16, 2006. The DLST now forwards these to the DLAC with the expectation DLAC will recommend KYVU consider these recommendations as part of the current KYVU strategic planning process.

### 1. Who does KYVU serve?

**Issue:** As KYVU looks to its future mission, it must determine its audiences. KYVU currently serves Kentucky's learners through partnerships with postsecondary education institutions and state agencies. As the postsecondary institutions continued to develop their own infrastructure to deliver distance learning, KYVU's role changed to also serve state agencies. With KCTCS implementing its own CMS, hosting the participation by postsecondary education continues to shift. KYVU is at a point of determining who it should serve and how those audiences should be served.

**Recommendation:** KYVU should serve as a facilitator and advocate for distance learning in Kentucky by bringing together collaborative partners among multiple audiences to promote lifelong learning in Kentucky. The primary audiences KYVU should recognize and include are Kentucky's postsecondary education institutions and its state agencies.

### 2. In what ways should KYVU serve its constituencies?

**Issue:** How should KYVU serve its multiple constituents? KYVU currently is a provider of many services. The types of services vary by constituent groups. As KYVU transitions between being primarily a provider of services to a broker, facilitator, and catalyst, it must be a good steward of limited resources.

**Recommendation:** In the role of broker, facilitator, and catalyst, KYVU will identify distance learning issues and bring together postsecondary institutions, state agencies, and other entities to collaboratively find solutions. The statewide Kentucky "virtual" collaborative environment should:

1. **Expand Programming.** Identify, convene, and lead initiatives for collaboration among postsecondary education, public education, state agencies, and others to discuss common issues, develop common solutions, and expand online education.
  - a. Be a focal point for data collection and analysis about distance learners and distance education.

- b. **Expand the amount of eLearning programs available to Kentuckians through targeted program development, i.e., increase number of online degree programs, complete degrees, professional development and workforce development initiatives, and accelerate efforts to help more Kentuckians successfully complete GED programs and transition to postsecondary education.**
2. **Expand Capacity.** As a broker, enable and support common standards and technology solutions resulting in economies of scale through shared resources and common needs for consistent support toward lifelong learning, i.e., connectivity, KEN, KET, KYVL, statewide CMS, helpdesk, and live communications. As a catalyst, encourage and support innovative technology-based approaches for teaching and learning that increase the attend ability and instructional capacity of instruction its partners make available i.e., interactive approaches -- gaming and simulations, shared content objects, and online tutoring services.
3. **Reduce Barriers.** Partner with CPE to reduce policy and practice barriers that prevent lifelong learning and advocating for access through the latest technologies. Identify and address policy issues including increasing transfer, identification and utilization of common competencies, agency training converted to credit, and career paths.
4. **Market Opportunity.** Connect Kentuckians to postsecondary, workforce education/training, professional development, and career pathways, and K-20. Create and expand awareness of multiple and diverse distance learning opportunities, matching them with learner needs, through marketing of distance learning opportunities offered by postsecondary institutions, school districts, state agencies, and other entities to meet identified needs in the Commonwealth.
5. **Expand Support Services.** Bring together postsecondary education, public education, libraries, state agencies, and others developing collaborative strategies supporting eLearning in the Commonwealth. Facilitate collaborative testing and adoption of new technologies in support of teaching, learning, and research within the libraries, and for the citizens of Kentucky. Enhance collaborative efforts of the Kentucky Virtual Library, including expansion of licensed databases and the addition of multi-media collections, learning objects, curriculum support materials, and additional resources for all KYVL constituents and partners.

### 3. What should be KYVU's core values or guiding principles?

**Issue:** The SACS Special Committee recommended "that a clear and comprehensive mission statement be formulated which guides its (KYVU) continuing operations and development..." A first step in the process of developing a mission and strategic plan is to identify guiding principles that will provide a framework for the development of a mission statement and a strategic plan. The mission and plan will be guided by the "Five Questions" of the Public Agenda:

1. Are more Kentuckians ready for postsecondary education?
2. Is Kentucky postsecondary education affordable for its citizens?
3. Do more Kentuckians have certificates and degrees?
4. Are more college graduates prepared for life and work in Kentucky?
5. Are Kentucky's people, communities, and economy benefiting?

**Recommendation:** The workgroup recommends that KYVU consider the following “guiding principles” as it formulates its strategic plan:

1. Enable providers to identify and use best practices and offer the highest quality services to students connecting Kentuckians to postsecondary, workforce education and training, professional development, and career pathways, and K-20.
2. Convene and facilitate opportunities to collaborate and advance access to education through technology.
3. Maximize benefits to learners by being a good steward of resources.
4. Reduce redundancies by being an equitable broker, a bridge and, a transparent connection facilitating cooperation between institutions, agencies, and learners.
5. Incubate and support innovative approaches to teaching, learning, and research utilizing educational technology.
6. Support quality improvement efforts to continually assess educational technology.

#### 4. Should KYVU call itself a “university?”

**Issue:** The SACS findings raised the question of whether it is appropriate to use the term “university” when referring to KYVU. Since the postsecondary institutions award degrees, offer the courses, maintain accreditation standards, and have responsibility for faculty, it may not be appropriate for KYVU to be labeled as a “university.” Institutions feel use of the term “university” is not appropriate while agencies have indicated it is not required.

**Recommendation:** The KYVU should not use the term “university.” The KYVU should explore alternative names which retain the brand awareness of KYVU while more clearly denoting its evolving mission and role in Kentucky’s postsecondary education environment.

#### 5. What is the proper advisory structure for KYVU?

**Issue:** In its report of June 15, 2005, the SACS Special Committee recommended that “the Distance Learning Advisory Committee take an active role in fulfilling its statutory requirement, i.e., making recommendations to the CPE regarding policies ‘to be used by the Commonwealth Virtual University’ . The CPE endorsed expanding the scope of DLAC and established a Distance Learning Steering Team to address implementation of:

*“the expansion of the scope of DLAC to include not only its statutory mandate to advise the Council on the operations of the Kentucky Virtual University but also to address the coordination of policies, programs, support services, and infrastructure in support of distance education across all Kentucky postsecondary education institutions” (May 24, 2004).*

While this better addressed the need for on going operational discussions, it did not address inclusive representation of a growing distance learning community, including adult education and other state agencies.

**Recommendation:** In order to ensure a broad representation of distance learning communities and interests, DLAC should:

1. Establish an Executive Committee. The Executive Committee shall be charged to ensure that issues from all Kentucky distance learning communities are equitably and adequately addressed. The primary functions of the Executive Committee shall be to (a) review and recommend when necessary membership of DLAC and DLST and (b) set meeting agendas for DLAC and DLST sessions. Executive Committee membership shall consist of the DLAC chair, the DLST chair and vice chair, KVHS director, and the CEO of the KYVU. To ensure the primary communities of postsecondary education academia and state agency training are represented, the DLST chair and vice chair positions should each be filled with an alternating representative from academic and agency communities.

2. Establish Official and Adjunct DLST Members. Each member of DLAC will nominate a representative for the DLST. These designees of official DLAC members will comprise the voting membership of the DLST. Additional academic and agency representatives may attend, participate in, and serve on the DLST as adjunct members.
3. Add members to DLAC. The executive director of the Office of Employee and Organizational Development, the executive director of the Education Professional Standards Board, the vice president of Kentucky Adult Education, and the President of ConnectKentucky should be appointed to DLAC. The DLAC membership should be revised by other appointments as needed.